

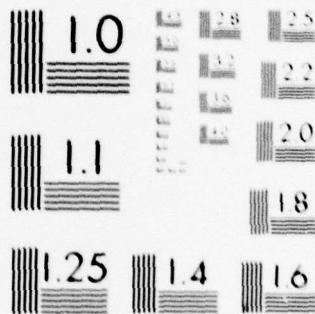
AD-A077 765 MILITARY ACADEMY WEST POINT NY OFFICE OF THE DIRECTO--ETC F/G 5/10
A COMPARISON OF NEW CADETS AT USMA WITH ENTERING FRESHMEN AT OT--ETC(U)
FEB 72 J W HOUSTON
UNCLASSIFIED 1B4.03-72-030

MILITARY ACADEMY WEST POINT NY OFFICE OF THE DIRECTO--ETC F/G 5/10
A COMPARISON OF NEW CADETS AT USMA WITH ENTERING FRESHMEN AT OT--ETC(U)
FEB 72 J W HOUSTON

1 OF 1

AD
A077765

END
DATE
FILMED
1-80
DDC



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

AD A 077765

DDC FILE COPY



LEVEL

(1)

UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

A COMPARISON OF
— NEW CADETS AT USMA
WITH ENTERING FRESHMEN
AT OTHER COLLEGES
CLASS OF 1975

DDC
RECEIVED
DEC 10 1979
RECEIVED

A

OFFICE OF
INSTITUTIONAL RESEARCH

FEBRUARY 1972

DISTRIBUTION STATEMENT A
Approved for public release
Distribution Unlimited

DUTY-HONOR-COUNTRY 79 20 9 160

6
A COMPARISON OF NEW CADETS AT USMA WITH
ENTERING FRESHMEN AT OTHER COLLEGES,
CLASS OF 1975,

14 1B4.03-72-030

10
Report Prepared by: John W. Houston

11 February 1972

12 47

Accession For	
NTIS GRA&I	<input checked="checked" type="checkbox"/>
DDC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By _____	
Distribution/	
Availability Codes	
Dist.	Avail and/or special
A	

NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

DISTRIBUTION: This document is prepared for official purposes only. Its contents may not be reproduced or distributed (in whole or in part) without specific permission of the Superintendent, U.S. Military Academy, in each instance.

OFFICE OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

406 247

LB
DISTRIBUTION STATEMENT A
Approved for public release
Distribution Unlimited

THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1975 is 18 years old, and his home is over 500 miles from West Point. His father has had some college, is a businessman, military careerist, or a skilled worker, and earns a total yearly income between \$12,500 and \$15,000. His mother is a high school graduate.

In secondary school he had a B+ average and ranked in the top quarter of his graduating class. He was elected president of one or more student organizations, won a varsity letter and became a member of a scholastic honor society. Other experiences in high school typically included: voting in a student election, tutoring another student, reading poetry not required in a course, visiting an art gallery or museum, playing chess and attending religious services. He has discussed sports, read about civil rights and discussed his future with parents. He drinks beer but does not smoke.

The educational and career aspirations of the typical new cadet include the earning of at least a master's degree. The reasons he noted as very important in deciding to go to college were to get a better job, gain a general education, and learn more about his interests. His reasons noted as very important in selecting the United States Military Academy were the good reputation of the college and the special educational program offered.

His current political preference is "Middle of the Road" although he is more conservative than other college freshmen. He feels the government is not doing enough in controlling pollution or protecting the consumer; there is too much concern in the courts for the rights of criminals; parents should be discouraged from having large families; and women should get job equality.

In his opinion, colleges are too lax on student protests; the same performance standards should be used in awarding degrees to all students; the chief benefit of college is an increase in earning power; and students should help evaluate faculty performance. Typically, he hopes to be an authority in his field, keep up with political affairs, raise a family, and have an active social life. Developing a philosophy of life is important, as is helping others in difficulty. In self-rating of personal traits he rates himself above average in academic, athletic and leadership ability. He also rates himself above average in the drive to achieve and the understanding of others. These dimensions represent a partial picture of the average new cadet in the Class of 1975. The purpose of this report is to compare him with other college freshmen.

PREFACE

The United States Military Academy, in July 1971, participated for the sixth time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 1 July 1971, 1339 young men entered West Point as the Class of 1975. Of this entering group, 1300 completed the ACE survey during the first week of New Cadet Barracks. Out of the group that was tested, 166 reported prior college experience. Since the national norms as published by the American Council on Education¹ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1134 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socioeconomic background, values, interests, and activity patterns.² A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the US Military Academy student body and as well, reveals similarities and differences between West Point and other groups of schools.³

Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference or comparison norms of male freshmen are used in this report: (1) all four-year colleges, (2) technical institutions, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which grant a bachelor's degree. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors'

¹The American Freshmen: National Norms for Fall 1971. ACE Research Report Vol. 6, No. 6 (Washington, D.C.: Office of Research, American Council on Education, 1971).

²The questionnaire is included as Appendix A.

³All of the questions in the original ACE 1971 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) concern about ability to finance college education; (2) source of finance for first year of undergraduate education; (3) religion in which reared; (4) marital status; (5) year finished secondary school.

degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological. Technical institutions are those with a technological curriculum; included in this category are such institutions as the California Institute of Technology, the Stevens Institute of Technology, and the Virginia Military Institute, as well as all service academies.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Technical institutions and private university-related colleges provide a more selective base for comparison because of their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public university-related colleges are presented because cadets often indicate that their alternative choices for college come from this group. All four categories include a range of highly selective and less selective colleges; the ACE sample was selected to represent the national population of colleges in each category.⁴

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to verify independently any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1975.⁵

⁴A list of colleges incorporated in each of these norm groups is given in Appendix B. The American Council on Education has included the Service Academies, the Virginia Military Institute, and seven other technical institutions in the category of Technical Institutions. Since the Academies constitute a large portion of the schools in this category, care must be taken in interpreting comparative data between USMA and the Technical Institution category. A conclusion that USMA cadets look like Technical Institution students may in some cases be due solely to this "contamination" of the technical institution norm group.

⁵Houston, John W., Fabian, John M., and Greco, David L., Characteristics of the Class of 1975, Office of Institutional Research, September 1971.

TABLE OF CONTENTS

	Page
The New Cadet: A Summary Impression	1
Preface	ii
I. Biographical and Socioeconomic Characteristics	1
II. Secondary School Grades and Achievements	6
III. Educational and Career Aspirations	9
IV. Attitudes, Opinions and Objectives	14
V. Summary	26
Appendix A - 1971 ACE Student Information Form	28
Appendix B - List of Colleges Included in ACE Norm Groups	34

PRECEDING PAGE BLANK

I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in years as of 31 December 1971

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0%	0.1%	0.1%	0	0.2%
17	2.0	3.0	3.4	2.9	7.4
18	77.0	75.3	78.7	79.3	80.2
19	18.1	16.4	15.0	14.3	10.9
20	2.0	1.7	1.6	1.0	0.4
21	0.8	0.6	0.4	0.5	0.2
Older than 21	0.1	3.0	0.8	2.0	0.6

The age distribution of new cadets is narrower than for the other categories of institutions, being predominately centered in the 18-19 year old interval.

2. Racial Background

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	93.9%	89.5%	93.2%	96.1%	93.8%
Negro/Black	3.9	8.8	4.5	2.6	3.5
American Indian	0.4	0.9	0.5	1.0	0.6
Oriental	1.1	0.5	1.2	0.6	1.7
Other	1.9	1.7	1.9	1.4	1.9

Minority group representation in the Class of 1975 is greater than the norms for public universities, approximately equal to that of technical institutions and private universities, and lower than the levels in four year colleges.

3. Religious Preference

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Protestant	60.2%	42.0%	44.8%	42.3%	28.8%
Roman Catholic	32.3	28.6	37.1	24.8	27.5
Jewish	1.2	2.4	1.4	3.5	13.1
Other	2.2	11.7	5.5	9.8	7.5
None	4.0	15.3	11.2	19.6	23.2

The spiritual affiliations and/or preferences of cadets range over a diverse number of religions and in general match the diversity at other educational institutions. It is interesting that fewer cadets have no religious preference than other students.

4. Distance from Home to College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
10 or less miles	0.7%	13.9%	9.4%	16.4%	13.6%
11-50 miles	3.5	20.8	16.0	18.9	17.8
51-100 miles	7.7	15.0	8.7	18.0	7.9
101-500 miles	25.9	33.9	23.3	42.2	39.1
More than 500 miles	62.3	16.5	42.6	4.6	21.6

The more diverse geographical representation at the US Military Academy than at other institutions is borne out by the above figures. There is an inverse relationship between the closeness of West Point and home for cadets, while the norms indicate that other schools draw heavily from nearby communities and states.

5. Parents' Highest Level of Education

A. Father's Education

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	4.2%	8.3%	5.7%	6.2%	3.9%
Some high school	10.6	14.9	13.3	11.7	7.9
High school graduate	26.6	30.2	29.9	28.9	20.8
Some college	19.6	16.6	19.6	18.6	17.1
College degree	25.6	19.1	21.2	23.3	27.3
Post-graduate degree	13.4	10.8	10.2	11.3	22.9

B. Mother's Education

Grammar school	2.0%	4.7%	4.3%	3.7%	2.7%
Some high school	9.6	12.7	11.9	9.5	6.5
High school graduate	43.9	45.3	47.1	45.0	35.5
Some college	22.9	17.3	18.4	20.5	22.2
College degree	19.2	16.2	15.5	18.3	25.7
Post-graduate degree	2.5	3.7	2.9	3.0	7.3

Approximately 39 percent of their fathers had received college degrees (graduate and/or undergraduate), while another 20 percent had taken at least some college work. The median level of education for cadets' mothers is a high school graduate, as it is for four-year colleges, technical institutes, and public universities; while for private universities the median level of mother's education is some college.

6. Father's Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist (incl performer)	0.4%	0.7%	0.7%	0.8%	1.3%
Businessman	24.1	30.9	28.7	31.3	40.3
Clergyman	0.6	1.3	0.4	0.5	0.8
College teacher	0.9	0.8	0.7	1.0	1.7
Doctor (MD, DDS)	0.7	2.2	0.8	2.1	6.5
Education (secondary)	3.7	2.7	3.0	2.3	2.1
Elementary teacher	0.8	0.4	0.5	0.3	0.3
Engineer	9.1	6.9	9.9	10.1	9.7
Farmer or forester	2.4	5.1	2.2	7.8	1.4
Health professions (non-MD)	1.0	1.1	1.2	1.5	1.6
Lawyer	0.8	1.4	1.0	1.4	3.7
Military career	16.9	3.0	8.5	2.0	1.4
Research scientist	0.4	0.5	0.5	1.0	1.6
Skilled worker	11.0	12.3	13.9	11.3	7.8
Semi-skilled worker	6.2	8.0	6.8	6.4	4.7
Unskilled worker	1.9	3.8	3.3	2.7	1.7
Unemployed	0.9	1.1	0.8	0.8	0.7
Other	18.2	17.6	17.1	16.6	12.6

The major differences between new cadets and other freshmen, in terms of father's occupation, arise in the large proportion of cadets whose fathers are military careerists.

7. Estimated Total Parental Income Last Year

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$4,000	1.5%	4.6%	1.7%	2.9%	2.0%
\$4,000-5,999	3.3	6.5	3.8	4.3	3.3
\$6,000-7,999	5.7	8.9	6.9	7.5	4.7
\$8,000-9,999	9.8	11.6	11.8	12.0	7.9
\$10,000-12,499	19.6	17.4	19.5	18.3	13.4
\$12,500-14,999	18.2	14.6	18.3	15.9	11.9
\$15,000-19,999	20.8	15.3	19.5	17.3	16.8
\$20,000-24,999	11.4	8.5	9.9	10.1	12.6
\$25,000-29,999	4.8	4.1	4.3	4.7	7.3
\$30,000 or more	4.9	8.4	4.4	7.2	20.2

For USMA cadets and in the first three norm groups presented above, the median family income lies in the \$12,500-14,999 range. For students in private universities, the median family income is \$15,000-19,999.

8. Prior Military Service

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	89.6%	96.7%	96.7%	97.8%	99.5%
Yes, served in VN	0.2	1.6	0.3	1.2	0.2
Yes, no VN service	10.2	1.8	3.0	1.0	0.3

A larger proportion of cadets have served in the Armed Forces than for other norm groups. This may be a reflection of the input to USMA from the U.S. Military Academy Preparatory School.

II. SECONDARY SCHOOL GRADES AND ACHIEVEMENTS

9. Average Grade in Secondary School

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	18.9%	4.8%	13.2%	6.1%	21.1%
A-	23.2	8.4	19.7	11.0	19.6
B+	26.6	16.7	27.1	20.1	22.0
B	20.5	24.2	23.4	25.5	18.5
B-	6.6	17.9	10.1	18.4	10.3
C+	2.9	16.4	4.6	12.5	6.1
C	1.3	11.1	1.8	6.1	2.0
D	0	0.6	0	0.2	0.1

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups. Technical Institutions resembled USMA in the proportion of entering freshmen reporting average grades of B+ or higher.

10. Academic Rank in High School Class

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Top quarter	83.1%	42.6%	74.9%	54.9%	72.7%
Second quarter	13.7	33.8	19.5	31.8	19.6
Third quarter	2.7	20.3	4.8	11.5	6.9
Fourth quarter	0.5	3.3	0.8	1.8	0.9

The excellent performance of the average new cadet in secondary school is reflected in reported class rank. USMA again resembles most closely the technical school norm. The average cadet graduated higher in his high school than did students in the other categories of institutions above.

11. Secondary School Accomplishments

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Was elected president of one or more student organizations (recognized by the school)	37.1%**	22.5%	29.1%	21.8%	27.9%
Won a varsity letter (sports)	78.0**	52.7	59.2	45.6	44.6
Was a member of a scholastic honor society	58.7**	23.4	49.3	29.4	48.0
Received a high rating (good, excellent) in a <u>state or regional</u> music contest	8.2	9.5	7.9	10.6	9.4
Participated in a <u>state or regional</u> speech contest	7.0	4.9	5.7	5.3	7.6
Had a major part in a play	18.6	16.6	14.0	16.3	15.9
Won a prize or award in an art competition	2.5	4.6	3.5	4.7	3.8
Edited the school paper, yearbook or literary magazine	9.9	9.7	9.2	9.0	15.2
Had poems, stories, essays or articles published	16.0	14.8	13.6	14.8	22.6
Participated in a National Science Foundation summer program	1.7	0.9	1.8	1.0	3.9
Placed (first, second or third) in a <u>state or regional</u> science contest	2.7	2.3	3.2	2.9	4.8
National Merit Recognition	15.8**	8.9	14.5	9.6	28.1

11. Secondary School Accomplishments (Continued)

The Secondary School accomplishments of new cadets shows a well-rounded pattern. A larger proportion of Plebes reported election as president of one or more student organizations, winning a varsity letter and becoming a member of a scholastic honor society, than did male freshmen from any of the norm groups.

**Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

III. EDUCATIONAL AND CAREER ASPIRATIONS

12. Highest Degree Planned

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	4.2%	4.1%	2.9%	3.3%	2.5%
Associate (or equivalent)	0	1.1	0.1	1.0	0.1
Bachelors Degree (BA, BS)	13.5**	34.2	25.4	35.9	17.3
Masters degree (MA, MS)	41.7**	31.0	43.6	29.2	25.3
Ph D or Ed D	26.6**	12.7	20.3	11.8	21.7
MD, DDS, or DVM	5.9**	7.0	3.7	10.2	19.5
LLB or JD	7.7	7.1	3.3	7.0	12.2
BD	0.2	0.8	0.2	0.2	0.2
Other	0.2	2.0	0.4	1.4	1.1

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. In addition to rising educational aspirations in general, the percentage of new cadets interested in professional degrees (medicine, law, divinity), while still small (13.8%) is significant.

**Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

13. Major Fields of Study

	<u>USMA</u>	<u>Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl forestry)	0.9%	2.4%	0.4%	6.6%	0.1%
Biological Science	1.2	5.3	4.5	5.5	5.2
Business	2.3	16.7	9.0	12.4	9.9
Education	0.9	6.1	0.5	2.4	1.3
Engineering	16.4	10.7	40.8	14.9	16.0
English	0.4	1.6	0.7	1.2	1.8
Health professions (non-MD)	0.5	2.3	0.6	2.5	1.7
History, Political Science	6.3	7.8	6.1	4.6	7.5
Humanities	0.7	3.2	1.5	1.4	2.3
Fine Arts	0.5	7.2	2.2	9.6	5.6
Mathematics or Statistics	3.5	3.4	4.3	3.3	4.5
Physical Sciences	3.9	3.8	7.1	4.5	6.6
Pre-Professional	10.3	13.5	6.1	16.7	26.9
Social Sciences	2.2	7.1	2.3	5.6	6.0
Other fields (technical)	1.8	4.7	4.0	5.9	2.7
Other fields (non-technical)	46.7	2.0	9.0	0.6	0.3
Undecided	1.4	2.3	1.1	2.4	1.6

The large number of cadets marking "other fields, non-technical" (46.7%), is explained by the fact that "military science" was a sub-category of "other fields."

14. Probable Career Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.4%	5.3%	1.0%	5.0%	4.0%
Businessman	2.3	14.8	8.2	11.6	9.7
Clergyman	0.3	1.9	0.3	0.3	0.9
College teacher	0.9	1.1	0.6	0.7	1.8
Doctor (MD or DDS)	5.4	7.0	2.9	9.1	21.1
Educator (secondary)	2.0	9.7	1.7	4.5	2.8
Elementary teacher	0.1	1.3	0	0.3	0.2
Engineer	12.3	8.0	29.9	13.4	13.9
Farmer or Forester	1.0	2.7	0.7	5.8	0.4
Health Professions (non-MD)	0.5	3.1	1.0	5.0	1.8
Lawyer	6.5	8.5	3.2	8.6	13.4
Nurse	0	0.1	0	0.2	0.1
Research Scientist	2.4	3.5	4.8	5.2	7.7
Other choice	56.6	19.2	38.4	17.3	10.6
Undecided	9.3	13.9	7.4	13.2	11.7

"Other choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number nonetheless indicated engineering as their most probable occupation. The differences in the number of those listing doctor or lawyer as a career occupation versus those aspiring to medical or legal degrees (para 12) perhaps can be interpreted as a reflection of those who aspire to be civilian doctors or lawyers.

15. Reasons Noted as Very Important in Deciding to go to College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Parents wanted me to go	27.9%	22.9%	21.1%	20.2%	20.1%
Contribute more to my community	24.8**	17.1	17.8	13.9	20.4
Get a better job	74.0	74.2	75.1	74.6	66.9
Gain a general education	66.3**	56.5	58.1	52.8	64.2
Improve reading/study skills	21.2	22.2	17.5	17.5	15.8
Nothing better to do	1.8	2.0	1.5	2.4	2.7
Become more cultured	28.5	26.4	25.0	21.5	25.1
Make more money	46.8	52.8	49.2	54.4	43.1
Learn more about my interests	57.7**	64.4	66.2	65.6	72.2
Meet new/interesting people	27.7**	39.0	32.0	37.6	43.2
Prepare for graduate (or preferred) school	48.3**	39.4	38.2	38.4	56.1

A larger proportion of new cadets than freshmen in any of the norm groups gave as reasons as very important in deciding to go to college: "to contribute more to my community," and "to gain a general education." A smaller proportion gave as reasons: "to learn more about my interests," and "to meet new and interesting people."

**Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

16. Reasons Noted as Very Important in Selecting this College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Relatives wanted me to go	16.3%**	6.6%	9.1%	5.3%	5.0%
College has a good reputation	82.9**	38.8	64.2	38.3	59.3
Most friends going to this college	0.5	3.3	0.7	4.5	0.9
Low tuition	30.4**	12.6	20.9	19.2	1.9
Advice of someone who attended	14.1	16.1	12.4	13.7	12.4
Special educational program offered	53.5**	30.1	57.9	28.6	39.8
Not accepted anywhere else	0.7	3.4	1.3	2.4	2.2
Advice of guidance counselor	4.8	7.0	5.2	4.1	6.4

17. Need for Special Help--"Proportion of students who feel they need special tutoring or remedial work in the following subjects:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
English	16.0%	20.4%	19.0%	19.5%	12.7%
Reading	10.4	11.9	12.6	13.6	9.8
Mathematics	28.1	34.5	23.9	27.8	20.4
Social Studies	3.3	3.2	3.8	2.5	2.5
Science	20.1	18.3	17.7	14.3	12.2
Foreign Language	35.8**	29.9	28.1	24.6	21.2

**Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

IV. ATTITUDES, OPINIONS AND OBJECTIVES

18. Secondary School Activities

A. Secondary School Activities--"Students reporting that during the last year they:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Overslept and missed a class	17.7%	24.1%	17.0%	-21.8%	24.2%
Came late to class	59.7	55.4	50.9	-53.4	-56.6
Missed school because of illness*	1.9	1.9	1.1	1.8	2.0
Studied in the library*	34.7	29.4	29.4	29.0	30.4
Checked out a library book*	39.4	38.2	37.7	38.3	40.8
Typed a homework assignment*	19.1	17.5	19.0	17.2	22.1
Were late with homework assignments	-75.2	72.7	70.4	70.8	-67.2
Asked teacher for advice*	21.3	23.0	21.0	20.7	26.8
Argued with teacher in class	46.6**	57.2	-51.9	60.6	66.5
Had vocational counseling	--41.4	-45.1	-43.2	42.0	--35.8
Tutored another student	-62.4**	45.0	-60.5	--45.5	++61.8
Did extra reading for class*	-13.4	13.4	13.5	13.6	+20.2
Took part in high school political campaign	-45.0	39.6	41.3	-37.1	42.6
Voted in student election*	-55.7	64.2	-64.3	62.9	-62.4

(+) or (-) indicates a change of \pm 5% or more from last year. (++) or (--) indicates a change of \pm 10% or more from last year.

B. Cultural and Religious

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Read poetry not required in course	58.0%**	50.1%	47.5%	47.7%	+54.6%
Visited Art Gallery or Museum	-65.8	63.2	62.9	65.7	+71.8
Played chess	64.2**	53.8	64.8	56.7	61.3
Played a musical instrument	32.0**	36.4	35.9	37.6	42.9
Attended religious service	91.6	86.2	88.1	83.9	82.2
Discussed religion*	31.7	24.1	22.8	22.3	27.7

C. Political and Interpersonal Relations

Discussed sports*	72.9%**	58.1%	60.2%	52.6%	-49.7%
Discussed future with parents*	52.7**	34.7	41.7	30.2	34.1
Arranged date for another student	-41.7	44.6	-39.5	41.3	37.5
Discussed politics*	-40.2**	-26.6	-28.1	-28.3	37.9
Took part in other political campaign	12.8	14.0	13.1	13.2	19.7
Demonstrated for racial change	5.4**	19.0	10.5	16.3	20.2
Demonstrated for military change	3.9**	14.3	7.6	13.3	18.9
Demonstrated for school change	17.8**	35.5	25.9	33.0	39.3
Read about Civil Rights	83.3	82.8	83.2	82.3	85.8

(+) or (-) indicates a change of \pm 5% or more from last year.

D. Personal Behavior

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Took tranquilizing pills	3.2%	4.3%	2.7%	4.1%	4.4%
Took sleeping pills	2.7	3.6	2.4	3.8	3.5
Took vitamins	+69.0**	56.9	58.5	55.1	56.8
Smoked cigarettes*	6.4	14.5	7.7	12.8	10.6
Drank beer	+71.0	68.9	68.4	70.3	67.6
Stayed up all night	57.4	60.7	54.2	60.3	59.2

The self-reported behavior of students during secondary school serves as a good introduction to this section on current and self-predicted future attitudes, opinions, and objectives of college freshmen. New cadets' responses to questions concerning secondary school attendance and study habits were generally typical of freshmen at other institutions. There was a consistently large proportion of cadets as compared to other freshmen reporting participation in cultural and religious activities. In the area of political and interpersonal relations, cadets indicated a higher willingness than other freshmen to discuss a variety of subjects with people. Personal behavior traits of cadets for the most part match those of other freshmen; one exception was the extremely small number reporting that they smoked cigarettes.

*Students were asked to mark each question either "frequently," "occasionally" or "not at all." For those items marked with an asterisk, the category of "frequently" is used above; for all other items, the categories of "frequently" and "occasionally" are combined.

**Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

(+) or (-) indicates a change of \pm 5% or more from last year.

19. Current Political Preference

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	1.0%	3.6%	1.8%	3.8%	4.6%
Liberal	24.5**	38.0	32.6	41.1	46.8
Middle of the road	43.2	41.4	41.3	39.7	33.9
Conservative	29.9**	16.1	23.2	14.7	13.7
Far Right	1.4	0.9	1.1	0.7	0.9

Some observations can be made about political preferences of cadets and other college freshmen. USMA cadets as a group indicate a more conservative current political preference than do any of the norm groups shown. However, there has been a small (3%) shift toward the liberal end of the spectrum since last year.

20. Freshmen Views--"Proportion Agreeing Strongly or Somewhat"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Gov't not controlling pollution	92.1%	90.8%	90.2%	91.4%	93.4%
Gov't not protecting consumer	65.9**	75.8	68.5	77.6	81.0
Gov't not desegregating quickly	37.6**	49.9	40.3	48.7	54.5
Too many rights for criminals	63.6**	52.7	59.2	53.2	43.0
Should abolish death penalty	41.8**	54.8	47.3	54.8	64.1
Women's activities best in home	50.0**	51.0	49.5	45.5	35.8
Barely communicate with parents	10.9	19.0	13.2	19.8	18.2
Should legalize marijuana	27.4**	41.1	32.0	46.4	51.6

**Difference between USMA and one or more categories is 10 percent or more.

20. Freshmen Views-- "Proportion Agreeing Strongly or Somewhat" (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Should discourage large families	69.6%	69.6%	70.5%	76.5%	78.3%
Women should get job equality	84.4	83.3	86.0	85.9	90.2
All should get college opportunity	40.1**	61.3	43.7	58.3	50.8
Can do little to change society	37.9	44.6	41.0	46.7	43.2
College officials have the right to regulate student behavior off campus	12.2	14.9	14.4	10.8	10.9
Benefit of college is monetary	61.2**	61.8	60.5	61.7	45.8
Students should help evaluate faculty	70.9	76.2	73.9	79.0	79.4
College grades be abolished	26.5**	42.2	31.9	43.4	40.6
De-emphasize organized sports	19.0**	25.4	23.3	28.2	34.0
Regulate student publications	34.4**	30.9	30.5	24.9	18.7
College has right to ban speakers	43.1**	28.7	37.3	26.4	21.1
Give disadvantaged preferential treatment	32.7	40.3	31.0	35.4	33.2
Colleges too lax on student protests	74.2**	49.2	63.1	44.2	37.4
Adopt open admissions at public colleges	22.8	32.6	22.4	28.2	25.2
Use same degree standard for all	83.2	78.0	81.8	78.8	82.5

**Difference between USMA and one or more categories is 10 percent or more.

20. Freshmen Views (Continued)

The views of new cadets on women's rights, college policies, and the role of the government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: the death penalty should be abolished, marijuana should be legalized, everyone should get college opportunity, college grades should be abolished, and colleges should de-emphasize organized sports. On the other hand, Plebes, more than other freshmen, felt: there are too many rights for criminals, colleges should regulate student publications, have right to ban speakers, and are too lax on student protests.

21. College Expectations--"Proportion of students estimating the changes as very good they will:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Get married while in college	0.9%	7.5%	4.3%	8.0%	4.9%
Marry within a year after college	36.7**	19.9	28.4	18.3	14.3
Change major field	7.5	13.1	8.2	16.2	15.7
Change career choice	9.7	13.2	7.3	16.3	16.8
Fail one or more courses	1.3	2.8	1.7	2.4	1.5
Graduate with honors	10.1	5.8	9.1	6.1	10.6
Be elected to a student office	3.2	2.1	2.9	1.2	2.6
Join social Fraternity	27.7**	15.7	25.2	12.9	19.4
Author a published article	4.8	4.9	3.6	4.5	8.3
Be elected to an Honor Society	7.8	3.5	7.0	3.8	7.6
Drop out temporarily	1.2	1.5	0.9	1.5	1.3
Drop out permanently	2.9	0.8	1.0	0.5	0.3
Transfer to another college	5.6	10.2	3.9	8.1	4.7
Be satisfied with college	64.7**	54.3	63.7	51.1	60.2
Vote in 1972 Presidential Election	77.7	77.1	78.8	81.2	83.1
Enlist in Armed Services before graduation	11.0**	5.3	26.2	2.5	2.7

**Difference between USMA and one or more categories is 10 percent or more.

21. College Expectations--"Proportion of students estimating the changes as very good they will:" (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Make at least a "B" average	40.0%**	23.7%	35.9%	27.8%	41.3%
Need extra time to get a degree	3.6	3.5	3.0	3.9	2.5
Work at outside job	3.4**	27.2	13.9	30.5	25.2
Seek vocational counseling	10.5	11.6	9.9	11.5	10.8
Seek personal counseling	13.3	8.3	10.2	5.8	8.0
Enroll in Honors Course	11.8	6.3	10.3	8.3	18.1
Get tutoring help in courses	16.5**	7.9	11.6	5.5	5.7
Be more successful than most	15.4	11.3	12.2	13.0	13.6

Within the framework of a four year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown above represent only those individuals estimating chances of occurrence as very good for each item.

Cadets are not allowed to be married while attending the Academy; but within one year after graduation, the percentage of cadets who expect to marry is much greater than for the norm groups of institutions. A larger proportion of new cadets than freshmen in any of the norm groups expected to be satisfied with college.

**Difference between USMA and one or more other categories is 10 percent or more.

22. Long Run Objectives--"Proportion of students considering it essential or very important to:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Be an authority in any field	-79.7%**	66.5%	70.6%	63.3%	65.0%
Develop a philosophy of life	-77.8**	68.7	70.5	67.2	75.2
Raise a family	-72.4**	58.5	64.0	53.2	54.4
Keep up with political affairs	-69.5**	48.8	52.8	48.7	56.2
Have an active social life	60.5	57.7	56.3	54.2	53.8
Help others in difficulty	-58.9	58.3	54.0	52.8	59.3
Have friends different from me	54.1	58.6	54.5	56.3	59.5
Obtain recognition from peers	53.1**	43.9	48.0	42.1	46.9
Be very well-off financially	50.6	47.9	48.6	47.7	43.0
Be administratively responsible	45.1**	26.1	35.1	21.8	21.0
Help clean up environment	40.4	44.9	42.9	44.7	43.7
Succeed in my own business	38.3**	49.8	38.0	49.7	43.0
Become a community leader	35.7**	19.8	22.0	14.8	18.2
Marry within next 5 years	35.1**	23.8	27.6	19.9	14.3
Influence social values	-29.9	29.3	22.8	26.3	32.2

**Difference between USMA and one or more other categories is 10 percent or more.

22. Long Run Objectives--"Proportion of students considering it essential or very important to:" (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Not to be obligated to people	29.7%	21.8%	21.9%	22.3%	21.3%
Participate in community action programs	-26.2	26.6	22.3	21.8	25.1
Influence political structures	-25.0	19.7	17.0	18.6	24.6
Be an expert in finance	13.7	18.2	14.5	17.0	14.8
Contribute to scientific theories	13.2	12.3	20.7	15.2	20.3
Write original works	12.2	12.9	9.2	13.0	16.9
Achieve in a performing art	8.2	11.4	7.2	9.3	12.3
Participate in Peace Corps/Vista	8.1	12.3	8.3	10.7	11.3
Create works of art	6.4	10.6	7.3	12.6	11.8

Survey respondents were asked to indicate the current importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, obtaining recognition from peers, being administratively responsible, and becoming a community leader. On the other hand, fewer cadets than other freshmen felt it important: to succeed in their own business, to be an expert in finance, and to create works of art. The most significant aspect of this year's responses is that the cadets in the Class of 1975 felt less strongly than the Class of 1974 on each of the above items. Their civilian counterparts also tended to feel less strongly than before on most items.

**Difference between USMA and one or more other categories is 10 percent or more.

(+) or (-) indicates a change of \pm 5% or more from last year. (++) or (--) indicates a change of \pm 10% or more from last year.

23. Personal Traits--"Self ratings of better than average on personal traits."

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Academic ability	88.2%**	56.5%	81.3%	68.6%	83.6%
Athletic ability	67.7**	49.1	54.2	45.3	45.8
Artistic ability	16.1	15.5	15.5	18.0	19.0
Cheerfulness	58.2**	50.1	52.1	47.0	47.7
Defensiveness	26.8	26.7	26.8	27.1	26.8
Drive to achieve	80.4**	55.0	72.6	56.9	69.8
Leadership ability	80.5**	44.1	62.0	43.7	52.1
Mathematical ability	71.4**	40.2	71.7	51.7	65.2
Mechanical ability	38.2	31.7	47.3	36.8	36.7
Originality	46.4	37.0	41.1	40.6	48.7
Political conservatism	28.1**	12.1	20.1	11.8	15.5
Political liberalism	20.5**	28.0	24.0	32.6	39.9
Popularity (general)	56.7**	36.1	43.7	33.7	37.1
Popularity with opposite sex	51.7**	33.6	40.5	31.6	31.9
Public speaking ability	44.2**	25.2	31.3	25.3	34.1
Self-confidence (intellectual)	68.9**	43.3	59.5	48.3	62.9
Self-confidence (social)	47.6**	33.2	40.5	31.0	33.2
Sensitivity to criticism	24.7	23.7	24.0	25.2	30.4
Stubbornness	43.8	35.9	38.7	37.1	39.9
Understanding of others	67.4	61.4	62.3	60.3	66.1
Writing ability	47.5**	30.2	34.4	31.8	45.0

23. Personal Traits (Continued)

In a self-rating of personal traits, a larger proportion of new cadets than freshmen at norm institutions rated themselves as better than average in: academic ability, athletic ability, cheerfulness, drive to achieve, leadership ability, mathematical ability, political conservatism, popularity, public speaking ability, self-confidence, and writing ability. The only area in which new cadets rated themselves lower than all of the norm groups was in political liberalism.

**Difference between USMA and one or more other categories is 10 percent or more.

V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly. Overall, cadets most resemble students at technical institutions. As discussed earlier in this report, however, this similarity should be viewed with caution since the Service Academies constitute a large proportion (33.3%) of this group norm.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1975. First, minority group representation is greater than at the public university-related college norms, and is approximately equal to that at technical institutions and private university-related colleges, while it is lower than the norms for four-year colleges. The geographical dispersion of cadets is more widespread than for freshmen at other types of institutions because of the role of Congressional nominations in the admission's procedure.

The occupation of a cadet's father is most often either a businessman or a military careerist, while the educational level of both his mother and father is higher than all the comparison norms except private university-related colleges.

The secondary school grades and achievements of USMA cadets are, for the most part, better than those representing the norm groups of institutions. The measures on which cadets excel include: average secondary school grades, class rank, and accomplishments or recognition in athletic and extracurricular activities.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees continues to climb.

In many ways the attitudes, opinions, and objectives of new cadets resemble those of other freshmen college students. Plebes report consistently high degrees of participation in athletic, religious, and cultural activities. Their political and interpersonal relations entail a higher degree of discussion of a variety of subjects. The current political preferences of Plebes are more conservative than other freshmen students; however, Plebes this year are somewhat more liberal than before.

"The good reputation of the college" was noted as a reason for selection of USMA by eighty-three percent of the Cadets. This was a much higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, more than two-thirds view the student as having a proper, substantial voice in influencing policy. The long run or career objectives of cadets reflect their desire to raise a family, keep abreast of political affairs, be administratively responsible, provide leadership to the community, and obtain peer

group recognition. Conversely, they have less desire to succeed in business or achieve in the performing arts.

In comparison with entering cadets of previous recent classes, the new cadet in the Class of 1975 perceives himself to be more "involved" and somewhat more liberal in attitude. His concerns and aspirations are, in general, more like those of his fellow freshmen students at civilian colleges and universities. He is much more concerned with helping others in difficulty and with the proper role of the Federal Government in various activities. The percentage of entering cadets interested in the professions (medicine, law, divinity), while still small, increased since last year.

APPENDIX A

1971 Student Information Form

YOUR NAME _____
(please print) First Middle or Maiden Last

HOME STREET ADDRESS _____
(print)

CITY _____ **STATE** _____ **Zip Code (if known)** _____
(print) (print)

137593

When were you born?

Month (01-12)	Day (01-31)	Year

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours,

Logan Wilson
Logan Wilson, President

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated:

Use only black lead pencil (No. 2½ or less).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

EXAMPLE: We mark a circle for "yes" and a dot for "no".
Are you currently married? ☐ Yes ☒ No

1. Your Sex: ☐ Male ☐ Female
2. Are you currently married? ☐ Yes ☒ No

3. How old will you be on December 31 of this year? (Mark one)
16 or younger ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22-25 ☐ 26 or older ☐

4. What was your average grade in secondary school? (Mark one)
A or A+ ☐ A- ☐ B+ ☐ B ☐ B- ☐ C+ ☐ C ☐ D ☐

5. Where did you rank academically in your high school graduating class? (Mark one)
Top Quarter ☐ 3rd Quarter ☐
2nd Quarter ☐ 4th Quarter ☐

6. Did you graduate from secondary school in the class of 1971? ☐ Yes ☐ No

7. Are you a veteran? (Mark one)
No ☐
Yes, I served in Southeast Asia ☐
Yes, but I did not serve in Southeast Asia ☐

8. Mark one: This is the first time I have enrolled in college as a freshman ☐
I have attended this college before ☐
I came to this college from a junior college ☐
I came to this college from a four-year college or university ☐

9. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items.
(Mark all that apply)

Was elected president of one or more student organizations (recognized by the school) ☐
Received a high rating (Good, Excellent) in a state or regional music contest ☐
Participated in a state or regional speech or debate contest ☐
Had a major part in a play ☐
Won a varsity letter (sports) ☐
Won a prize or award in an art competition ☐
Edited the school paper, yearbook, or literary magazine ☐
Had poems, stories, essays, or articles published ☐
Participated in a National Science Foundation summer program ☐
Placed first, second, or third in a state or regional science contest ☐
Was a member of a scholastic honor society ☐
Won a Certificate of Merit or Letter of Commendation in the National Merit Program ☐

10. What is the highest academic degree that you intend to obtain? (Mark one)
None ☐
Associate (A.A. or equivalent) ☐
Bachelor's degree (B.A., B.S., etc.) ☐
Master's degree (M.A., M.S., etc.) ☐
Ph.D. or Ed.D. ☐
M.D., D.O., D.D.S., or D.V.M. ☐
LL.B. or J.D. (Law) ☐
B.D. (Divinity) ☐
Other ☐

11. How many miles is this college from your home? (Mark one)
5 or less ☐ 51-100 ☐
6-10 ☐ 101-500 ☐
11-50 ☐ More than 500 ☐

12. What is the highest level of formal education obtained by your parents? (Mark one in each column)
Father Mother
Grammar school or less ☐ ☐
Some high school ☐ ☐
High school graduate ☐ ☐
Some college ☐ ☐
College degree ☐ ☐
Postgraduate degree ☐ ☐

13. Do you have any concern about your ability to finance your college education?
(Mark one)
None (I am confident that I will have sufficient funds) ☐
Some concern (but I will probably have enough funds) ☐
Major concern (not sure I will be able to complete college) ☐

14. For each item indicate if it is a source for financing your education. (Mark one in each row)

	Major Source	Minor Source	Not a Source
Part-time or summer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings from full-time employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental or family aid or gifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal benefits from parent's military service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G.I. benefits from your military service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NDEA loans, federally insured loans or college loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other repayable loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than \$4,000	<input type="radio"/>	\$15,000-\$19,999	<input type="radio"/>
\$4,000-\$5,999	<input type="radio"/>	\$20,000-\$24,999	<input type="radio"/>
\$6,000-\$7,999	<input type="radio"/>	\$25,000-\$29,999	<input type="radio"/>
\$8,000-\$9,999	<input type="radio"/>	\$30,000-\$34,999	<input type="radio"/>
\$10,000-\$12,499	<input type="radio"/>	\$35,000-\$39,999	<input type="radio"/>
\$12,500-\$14,999	<input type="radio"/>	\$40,000 or more	<input type="radio"/>

16. Are you: (Mark all that apply.)

White/Caucasian	<input type="radio"/>
Black/Negro/Afro American	<input type="radio"/>
American Indian	<input type="radio"/>
Oriental	<input type="radio"/>
Mexican American/Chicano	<input type="radio"/>
Puerto Rican American	<input type="radio"/>
Other	<input type="radio"/>

17. Mark one in each column:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>

18. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to contribute more to my community	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my reading and study skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To meet new and interesting people	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark ☒. If you engaged in an activity one or more times, but not frequently, mark ☐ (occasionally). Mark ☐ (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checked out a book or journal from the school library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranged a date for another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overlept and missed a class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read about collegiate rights and responsibilities of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Typed a homework assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed my future with my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argued with a teacher in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a change in some racial or ethnic policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a change in some military policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a change in some administrative policy of my high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did extra (unassigned) reading for a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took sleeping pills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played chess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read poetry not connected with a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a tranquilizing pill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took vitamins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited an art gallery or museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in a school political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read about civil rights and liberties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had vocational counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How would you characterize your political views? (Mark one)

Far left	<input type="radio"/>
Liberal	<input type="radio"/>
Middle of the road	<input type="radio"/>
Conservative	<input type="radio"/>
Far right	<input type="radio"/>

21. Mark only three responses, one in each column.

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your probable career occupation			
Your father's occupation			
Your mother's occupation			

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

Accountant or actuary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actor or entertainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business (clerical)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business executive (management, administrator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business owner or proprietor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business salesman or buyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergyman (minister, priest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergy (other religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer programmer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservationist or forester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dentist (including orthodontist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietitian or home economist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farmer or rancher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign service worker (including diplomat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housewife	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interior decorator (including designer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreter (translator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Late technician or hygienist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawyer (attorney)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military service (career)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Musician (performer, composer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optometrist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School principal or superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapist (physical, occupational, speech)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher (elementary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher (secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writer or journalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled trades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undecided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laborer (unskilled)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Semi-skilled worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Trait	Above Average		Below Average	
	Highest 10 Percent	Average	Average	Lowest 10 Percent
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defensiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Originality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political conservatism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political liberalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity with the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stubbornness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Mark one in each row:
- ☐ Agree strongly
☐ Agree somewhat
☐ Disagree somewhat
☐ Disagree strongly

The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to promote school desegregation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The "generation gap" between me and my parents is so great that we can barely communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everybody should be given an opportunity to go to college regardless of past performance or aptitude test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual person can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Mark one in each row:
- ☐ Agree strongly
☐ Agree somewhat
☐ Disagree somewhat
☐ Disagree strongly

College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges would be improved if organized sports were de-emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most college officials have been too lax in dealing with student protests on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get married within a year after college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote in the 1972 presidential election?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enlist in the armed services before graduating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change major field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fail one or more courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate with honors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to a student office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity, sorority, or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to an academic honor society?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make at least a "B" average?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need extra time to complete your degree requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have to work at an outside job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek vocational counseling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek individual counseling on personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enroll in honors courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get tutoring help in specific courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Author or co-author a published article?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more successful after graduation than most students attending this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out of this college temporarily (exclude transferring)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out permanently (exclude transferring)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be satisfied with your college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Do you feel that you will need any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Science	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Social studies	<input type="checkbox"/>	Foreign language	<input type="checkbox"/>

27. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only three of the 68 fields as follows:

- 1 First choice (your probable major field of study)
- 2 Second choice
- 3 The field of study which is least appealing to you

ARTS AND HUMANITIES

Architecture 1 2 3
English (literature) 1 2 3
Fine arts 1 2 3
History 1 2 3
Journalism (writing) 1 2 3
Language (modern) 1 2 3
Language (other) 1 2 3
Music 1 2 3
Philosophy 1 2 3
Speech and drama 1 2 3
Theology 1 2 3
Other 1 2 3

PROFESSIONAL

Health Technology (medical, dental, laboratory) 1 2 3
Nursing 1 2 3
Pharmacy 1 2 3
Podiatry 1 2 3
Prelaw 1 2 3
Premedical 1 2 3
Preveterinary 1 2 3
Therapy (occupational, physical, speech) 1 2 3
Other 1 2 3

BIOLOGICAL SCIENCE

Biology (general) 1 2 3
Biochemistry 1 2 3
Biophysics 1 2 3
Botany 1 2 3
Zoology 1 2 3
Other 1 2 3

SOCIAL SCIENCE

Anthropology 1 2 3
Economics 1 2 3
Education 1 2 3
History 1 2 3
Political Science 1 2 3
Government, int. relations 1 2 3
Psychology 1 2 3
Social work 1 2 3
Sociology 1 2 3
Other 1 2 3

BUSINESS

Accounting 1 2 3
Business admin. 1 2 3
Electronic data processing 1 2 3
Secretarial studies 1 2 3
Other 1 2 3

OTHER FIELDS

Agriculture 1 2 3
Communications (radio, T.V., etc.) 1 2 3
Computer Science 1 2 3
Environmental Science 1 2 3
Electronics (technology) 1 2 3
Forestry 1 2 3
Home economics 1 2 3
Industrial arts 1 2 3
Library science 1 2 3
Military science 1 2 3
Physical education and recreation 1 2 3
Other (technical) 1 2 3
Other (nontechnical) 1 2 3
Undecided 1 2 3

ENGINEERING

Aeronautical 1 2 3
Civil 1 2 3
Chemical 1 2 3
Electrical 1 2 3
Industrial 1 2 3
Mechanical 1 2 3
Other 1 2 3

PHYSICAL SCIENCE

Chemistry 1 2 3
Earth science 1 2 3
Mathematics 1 2 3
Physics 1 2 3
Statistics 1 2 3
Other 1 2 3

Please be sure that only three circles have been marked in the above list.

28. Indicate the importance to you personally of each of the following: (Mark one for each item)

Essential Very Important Somewhat Important Not Important
E V S N
Becoming accomplished in one of the performing arts (acting, dancing, etc.) E V S N
Becoming an authority in my field E V S N
Obtaining recognition from my colleagues for contributions in my special field E V S N
Influencing the political structure E V S N
Influencing social values E V S N
Raising a family E V S N
Having an active social life E V S N
Having friends with different backgrounds and interests from mine E V S N
Becoming an expert in finance and commerce E V S N
Having administrative responsibility for the work of others E V S N
Being very well off financially E V S N
Helping others who are in difficulty E V S N
Participating in an organization like the Peace Corps or Vista E V S N
Becoming a community leader E V S N
Making a theoretical contribution to science E V S N
Writing original works (poems, novels, short stories, etc.) E V S N
Never being obligated to people E V S N
Creating artistic work (painting, sculpture, decorating, etc.) E V S N
Keeping up to date with political affairs E V S N
Being successful in a business of my own E V S N
Becoming involved in programs to clean up the environment E V S N
Developing a meaningful philosophy of life E V S N
Participating in a community action program E V S N
Getting married within the next five years E V S N

29. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement)

Very Important Somewhat Important Not Important
V S N
My relatives wanted me to come here V S N
This college has a very good reputation V S N
Most of my friends are going to this college V S N
Because of low tuition V S N
Someone who had been here before advised me to go V S N
Because of the special educational programs offered V S N
I was not accepted anywhere else V S N
My guidance counselor advised me to go V S N
I wanted to live at home V S N

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

30. A B C D E
31. A B C D E
32. A B C D E
33. A B C D E
34. A B C D E
35. A B C D E
36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E

DO NOT MARK
0 0 0 0 0
1 1 1 1 1
2 2 2 2 2
3 3 3 3 3
4 4 4 4 4
5 5 5 5 5
6 6 6 6 6
7 7 7 7 7
8 8 8 8 8
9 9 9 9 9
1 2 3 4 5

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:

Four Year Colleges

Technical Institutions

Public University-related Colleges

Private University-related Colleges

FOUR YEAR COLLEGES (229)

Alabama State University
Allegheny College
Amherst College
Appalachian State University
Aquinas College
Athens College
Augustana College
Austin College
Austin Peay State College
Baptist Bible Seminary
Bard College
Bates College
Beaver College
Beloit College
Benedictine College
Bennington College
Berea College
Bethany Lutheran College and Theological School
Bluffton College
Bowdoin College
Bowie State College
Buena Vista College
California Institute of Technology
Carleton College
Carroll College
Carson-Newman College
Central Methodist College
Centre College of Kentucky
Chatham College
Chestnut Hill College
Claremont Men's College
Colby College
Colgate University
College of Charleston
College of Mount St. Vincent
College of Our Lady of the Elms
College of St. Benedict
College of St. Catherine
College of St. Rose
Columbia College
Connecticut College
CUNY, John Jay College
Dartmouth College
Davidson College
Davis and Elkins College
Defiance College
Delaware State College
Delaware Valley College of Science and Agriculture

FOUR YEAR COLLEGES (Continued)

Denison University
DePauw University
Dickinson College
Dominican College of Blauvelt
Dominican College of San Rafael
Doane College
Earlham College
East Central State College
Eastern Mennonite College
Eisenhower College
Elizabeth City State College
Elizabethtown College
Emory and Henry College
Erskine College
Findlay College
Fisk University
Florida Presbyterian College
Framingham State College
Franklin and Marshall College
General Motors Institute
Geneva College
George Williams College
Georgia Southwestern College
Gettysburg College
Grank Canyon College
Guilford College
Hamline University
Hampden-Sydney College
Hampton Institute
Harding College
Haverford College
Heidelberg College
Hiram College
Hofstra University
Immaculate Heart College
Iowa Wesleyan College
Ithaca College
John Brown University
Johnson C. Smith University
Kansas Wesleyan University
Lafayette College
Lake Forest College
Lakeland College
Lebanon Valley College
LeMoyne College
Lenoir-Rhyne College
Lewis and Clark College
Lincoln University
Lindenwood College

FOUR YEAR COLLEGES (Continued)

Lock Haven State College
Longwood College
Loretto Heights College
Luther College
MacMurray College
Madison College
Madonna College
Manchester College
Manhattan College
Marian College of Fond du Lac
Marietta College
Marlboro College
Mars Hill College
Marymount College
Marywood College
McPherson College
Medaille College
Mercy College of Detroit
Merrimack College
Milligan College
Monmouth College
Morningside College
Morris Brown College
Mount Holyoke College
Mount St. Mary's College (MD)
Mount St. Mary College (NY)
Nathaniel Hawthorne College
National College of Education
Nazareth College of Rochester
Newark College of Engineering
North Carolina A&T State College
North Carolina Wesleyan College
Northern Michigan University
Northland College
Occidental College
Ohio Dominican College
Ohio Wesleyan University
Oklahoma Christian College
Old Dominion University
Ottawa University
Our Lady of the Lake College
Pace College
Pepperdine College
Philadelphia College of Art
Philadelphia College of the Bible
Philadelphia College of Pharmacy & Science
Philander Smith College
Polytechnic Institute of Brooklyn

FOUR YEAR COLLEGES (Continued)

Providence College
Randolph Macon College
Regis College
Rhode Island College
Rider College
Rockford College
Russell Sage College
St. Anselm's College
St. Edward's University
St. John College of Cleveland
St. John's College
St. John Fisher College
St. John's University
St. Joseph's College (IN)
St. Joseph's College (PA)
St. Lawrence University
St. Mary's College of California
St. Mary's Dominican College
St. Meinrad College
Salem College
Salisbury State College
Sarah Lawrence College
Sienna College
Simpson College
South Carolina State College
Southeastern Massachusetts University
Southern Illinois University (Edwardsville)
Southern State College (AR)
Southern State College (SD)
Southwest Minnesota State College
Spalding College
Spelman College
Spring Hill College
Stephens College
Stetson University
Stevens Institute of Technology
SUNY at Brockport
SUNY at Geneseo
Susquehanna University
Swarthmore College
Sweet Briar College
Talladega College
Tennessee State University
Transylvania College
Trinity College
Union College
U.S. Air Force Academy
U.S. Coast Guard Academy

FOUR YEAR COLLEGES (Continued)

U.S. Military Academy
U.S. Naval Academy
University of Dayton
University of Maine (Farmington)
University of Maine (Ft. Kent)
University of Maine (Machias)
University of Redlands
University of San Francisco
University of Tennessee (Chattanooga)
Upsala College
Valparaiso University
Virginia Military Institute
Virginia State College
Virginia Union University
Walsh College
Washington and Lee University
Wayland Baptist College
Waynesburg College
Webb Institute of Naval Architecture
Webster College
Wellesley College
Wesleyan University
West Chester State College
Western Illinois University
Western New England College
Westminster College
Wheaton College
Whitman College
Williams College
Winston-Salem State College
Wisconsin State University at Whitewater
Wittenberg University
Wofford College
Xavier University
Yankton College

TECHNOLOGICAL INSTITUTIONS (12)

California Institute of Technology
General Motors Institute
Newark College of Engineering
Polytechnic Institute of Brooklyn
Southeastern Massachusetts University
Stevens Institute of Technology
U.S. Air Force Academy
U.S. Coast Guard Academy
U.S. Military Academy
U.S. Naval Academy
Virginia Military Institute
Webb Institute of Naval Architecture

PUBLIC UNIVERSITIES (17)

Iowa State University of Science & Technology
Miami University (Oxford Campus)
Montana State University
North Dakota State University
Oklahoma State University
Southern Illinois University
University of Alabama
University of California (Santa Barbara)
University of California (Santa Cruz)
University of Delaware
University of Illinois
University of Louisville
University of Massachusetts
University of South Carolina
University of Wisconsin (Milwaukee)
Virginia Polytechnic Institute
Wayne State University

PRIVATE UNIVERSITIES (14)

Adelphi University (Main Campus)
Brandeis University
Bradley University
Drake University
Johns Hopkins University
Loyola University (Illinois)
Northeastern University
Princeton University
Rensselaer Polytechnic Institute
Rice University
Seton Hall University
Texas Christian University
University of Rochester
Vanderbilt University

UNCLASSIFIED

Security Classification

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author) Office of Institutional Research United States Military Academy West Point, New York 10996		2a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED	
		2b. GROUP	
3. REPORT TITLE A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges, Class of 1975			
4. DESCRIPTIVE NOTES (Type of report and inclusive dates)			
5. AUTHOR(S) (First name, middle initial, last name) John W. Houston			
6. REPORT DATE February 1972		7a. TOTAL NO. OF PAGES 46	7b. NO. OF REFS
8a. CONTRACT OR GRANT NO.		8b. ORIGINATOR'S REPORT NUMBER(S) 1B4.03-72-030	
9. PROJECT NO.		9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report)	
c.			
d.			
10. DISTRIBUTION STATEMENT Reproduction of this document in whole or in part must have prior approval of the Superintendent, United States Military Academy, West Point, New York.			
11. SUPPLEMENTARY NOTES		12. SPONSORING MILITARY ACTIVITY Office of Institutional Research United States Military Academy West Point, New York 10996	
13. ABSTRACT This report compares new cadets at USMA in the Class of 1975 with other entering college freshmen at institutions in the following norm groups: all four year, technical, private, and public colleges. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socio-economic background, values, interests, and activity patterns.			

DD FORM 1473

REPLACES DD FORM 1473, 1 JAN 64, WHICH IS OBSOLETE FOR ARMY USE.

UNCLASSIFIED
Security Classification

UNCLASSIFIED
Security Classification

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Freshmen Achievements, High School ACE Student Information USMA Class of 1975						

UNCLASSIFIED
Security Classification